

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is the international language which all of country in the world use English to interact with other people in different country. English is a foreign language in Indonesian differ from Malaysia which English as Second Language. English seldom is used because Indonesian especially West Sumatera, because Minang People use Minang language as first language and Indonesian is as second language. So, English is assumed difficult for most of people in West Sumatera. In Education Department, English is important. Because English not only includes list of subjects in the school but also the subject will be examined in National Examination.

Writing is one of important skills in English. Being able to write in English is very important. In addition, Nunan (2015:78) states writing is a mental process of generating ideas and thinking about how to present them effectively in the form a written text. And then, how to make the readers interested to read. It is a challenge a writer in writing a written creation which it is useful for people and the next generation.

Realizing that writing was very important for English learners in addition to the other skills, it was essential for the students to develop their writing skills in English. Allah decrees in the holy Qur'an: "Who taught by the pen, taught

man what he did not know". (QS. Al-Alaq: 4-5). From the verse, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. By writing the people can get some knowledge and information. That is why human being needs to learn how to write correctly. Writing can improve someone creativity. It involves critical thinking process to write a good text or sentence. Writing can help them to learn language to reinforce the grammatical structures, idioms, and vocabulary that they have learnt. As the writer we should know, what assessed in writing.

Marianne Celce-Murcia (2001:207) adds that writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. It meant that writing becomes one of communication skills that used written language as a tool or media that involved some elements for example the writer, media and the reader. The writer communicates with the reader through written language where it contains some ideas and thoughts from the writer itself.

Teaching writing is important in teaching- learning process. In teaching of writing, we can either focus on the product of that writing or on writing process itself. Students had to understand what they write for example: subject, predicate, object and adverb (complement). Teaching writing was not easy, because writing needs to review and revise. Teacher must aware the progress students in writing.

Based on the researcher's experience of during teaching practice in SMPN 5 Payakumbuh, the researcher found several facts from the teacher and the students. At that time, teacher taught the students by using conventional technique in teaching recount text, but less of students were active because they assumed that English is difficult and boring. As a result, the students were not motivated in learning teaching process.

Table 1.1

Mean score of English MID Test of Semester I (Preliminary Data)

NO	CLASS	MEAN SCORE
1	VIII.1	52,13
2	VIII.2	52,09
3	VIII.3	56,42
4	VIII.4	52,22
5	VIII.5	49,36
6	VIII.6	53,09
KKM		70

Source: English Teacher of SMPN 5 Payakumbuh

This school implements KTSP (2006) Curriculum. The standard competence of writing understands the meaning of the texts monologue/essay form of recount and narrative, accurately, smoothly, and acceptable in the context of daily life and access to science, furthermore, the basic competence of writing in the curriculum emphasize that writing is understand and respond to the meaning of the text monologue/essay that variety of written language accurately, fluently, and thank in text form.

Barli Bram (1995:25) said “for most beginning writers whose mother is not English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability construct grammatical sentence. Most of the students were still confused how to construct sentence correctly. And then they were difficult to express their ideas. Therefore, the teacher should be creative in teaching. So before write, they students should make planning in order they knew what will they wrote. There are many techniques to develop students’ writing skill, some of them are discussion, think pair share, clustering technique, etc.

Based on the students’ problems, one of techinques that can solve sudents’ problems in writing was clustering technique. According to Oshima and Hogue (2006: 269), clustering is another brainstorming activity you can use to generate ideas. It means that the clustering technique likes brainstorming activity that can be used to organize that come in the student’s thinking. This activity is a simple technique but it was very effective in getting students' attention and participation.

Based on the description above, the researcher is interested in identifying the effect of writing the clustering technique toward students’ writing ability. Finally, the researcher is interested in conducting a research under the title “ **The Effect of Clustering Technique Toward Students’ Writing Skill in Teaching Recount Text for Grade Eight at SMP N 5 Payakumbuh.**”

B. Identification of the Problem

Based on the background of the problem, the researcher identified some problems that faced in the process of in teaching recount text as following:

First, problem came from the teachers is at that time teacher explain about writing sentences in past form. And then gave exercise to students. But there were mistake in exercise. It means the students did not understand about material or they were not serious in learning process. Besides, they were not motivated in learning. Because strategy that the teacher used monotonous.

Second, the problems were belonged students. They are as following:

1. Difficult to express their ideas

They did not know what they would write because they were difficult to generate their ideas. They did not know the way to generate their ideas and how to develop their ideas. While ideas are necessary in writing. As a result, they were lazy to to writing assignments.

2. Lack of vocabulary

They were difficult to write sentences because they students had lack of vocabulary. While vocabulary has important role in writing. Even if they did not bring English dictionary, they could not write sentences. So they were lazy to write assignments.

3. Error in grammar

They did not know how to construct the sentence correctly. They were still confused in Tense. The students wrote V1 in affirmative sentence of simple past tense. If the sentence constructed incorrectly, it would appear wrong meaning.

C. Limitation of the Problem

From the identification of the problem above, the researcher limited the research on effect of teaching recount text by using clustering technique toward students' writing skill for grade eight at State Junior High School 5 Payakumbuh.

D. Formulation of the Problem

The problem of the research is formulated as the following:

“Are the students' achievement in writing skill students who are taught by clustering technique higher than students who are taught by conventional technique at State Junior High School 5 Payakumbuh?”

E. Purpose of the Study

The purpose of this research is to know whether the students' achievement in writing skill students who are taught by clustering technique are higher than students who are taught by conventional technique at State Junior High School 5 Payakumbuh.

F. Significances of the Research

The result of the study is expected to be able to give the following benefits for:

1. Students

The researcher expects the students will be better in writing after using the clustering technique.

2. Teachers

The researcher expects, it can be useful as the option for writing technique in teaching writing, so the teachers have much option when meet the students that not really interested when learn writing in English.

3. Writer

Writer gets experience and knowledge directly in teaching writing on recount text by using clustering technique. The writer know difficulties of students when they write. And then, clustering technique can solve the problems of students' writing skill.

4. Readers

Readers get information from this research. In addition, they know about problems of students' writing skill and what the solution is. And how to conduct clustering technique in order to improve students' writing skill.

G. Definition of the Key Terms

In order to avoid misunderstanding in reading this research, the writer provides some definition of key terms, as listed below:

1. Clustering Technique

According to Oshima and Hogue (2006: 269), clustering is another brainstorming activity you can use to generate ideas. It means that the activity that can be used to organize that come in the student's thinking before write a sentence or paragraph.

2. Writing Skill

Nunan (2015:78) states writing is a mental process of generating ideas and thinking about how to present them effectively in the form a written text. And then, how to make the readers interested to read. It is a challenge a writer in writing a written creation which it is useful for people and the next generation.

3. Recount Text

Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount is to tell a sequence of events so that it entertains. The story of recount has expressions of attitude and feeling, it is usually made by the narrator about the events. (According to Board of Studies (1998:105).